

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	Place date stamp here.
<b>Submittal information:</b>	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Uvalde CISD	232903		
Vendor ID #	ESC Region #		
DUNS 034847004	20		
Mailing address	City	State	ZIP Code
1000N. Getty St. Box 1909	Uvalde	TX	78801-

### Primary Contact

First name	M.I.	Last name	Title
Jeanette		Ball, Ph.D	Superintendent of Schools
Telephone #	Email address		FAX #
(830) 278-6655	Jball1019@uvaldecisd.net		

### Secondary Contact

First name	M.I.	Last name	Title
Telephone #	Email address		FAX #

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

### Authorized Official:

First name	M.I.	Last name	Title
Jeanette		Ball, Ph.D	Superintendent of Schools
Telephone #	Email address		FAX #

Signature (blue ink preferred)

Date signed

*2/5/2018*

*Jeanette Ball*

Only the legally responsible party may sign this application.

**Schedule #1—General Information**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

x *Jeanette Ball* Date *2/5/2018*

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

x

*Jeanette Ball*Date 2/5/2018**For TEA Use Only**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

X

Date

2/5/2018

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 232903		Amendment # (for amendments only):	
List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.			
Robb Elementary (campus serves 3 <sup>rd</sup> and 4 <sup>th</sup> grade students at Tier 3 reading levels) Batesville Elementary (3 <sup>rd</sup> and 4 <sup>th</sup> grade students at Tier 3 reading levels)			
Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.			
<p><b>Background:</b> Uvalde Consolidated Independent School District (UCISD) is situated in historic Uvalde County and serves over 4,000 students in grades pre-k through 12<sup>th</sup> grade. Uvalde was founded in 1853 by Reading Wood Black who settled the area and laid out a city plan alongside the emerald waters of the Leona River. Uvalde is home to over 16,000 residents with over 78% at economically disadvantaged and who look to UCISD to provide a world-class educational experience for all students and families. In 2016, UCISD won a Highly Qualified Pre-Kindergarten Grant and a Texas 21<sup>st</sup> Century Communities Learning Center Grant. As part of these grants, the district sought to provide a digital learning platform that could be used in the classroom, after school and at home to increase early literacy development. 196 Pre-kindergarten students and their parents were introduced to the Footsteps2Brilliance (F2B) digital learning platform which provides over 1,000 beautifully written and illustrated stories, literacy activities, games, and comprehension skills that are accessed using a district iPad. The parents, teachers and students of Dalton elementary embraced this program and together the families and the prekindergarten classes read almost 5 million words both during school and after school from November 2016 to May of 2017. Hart and Risley's work (2002) details that a 30-million word gap that exists between children entering kindergarten from more affluent homes than children entering kindergarten from less affluent households. This factor, says the Kellogg Foundation, means that 46% of kindergarten students enter already at-risk of failure and that 88% of those students will never catch up to their more affluent peers. In addition, Marilyn Adams found in her seminal work (1990) that children from high-income homes experience over 5,000 hours of exposure to words in stories at home while low-income children receive 200 hours or less exposure to words. Thus, after the success of the first year of the program in pre-kindergarten, the Superintendent of Uvalde schools led the charge to expand this literacy initiative to the entire city of Uvalde, making access to literacy activities and stories available for anyone to use on their cell phone or iPad, etc. This includes young mothers whose children are not of school age as well as all other family members who want to read with their children, grandchildren, cousins aunts and uncles, etc. Day care facilities, churches, and private schools can take advantage of this unique opportunity. This is a free library for pre-kindergarten through third grade filled with virtual stories, games, and activities intended to close the literacy gaps that plague areas with over 78% of the population designated as educationally disadvantaged.</p> <p><b>Outline of the Proposed Program:</b> Uvalde CISD seeks the 2018-19 Technology Lending Grant to provide iPad devices loaded with literacy stories and activities for 240 Robb and Batesville Elementary students identified as at-risk of reading failure (Tiers 2 and 3). While advances in closing the early literacy gaps are moving forward for prekindergarten students, those 240 children in grades three and four at Robb Elementary and at Batesville Elementary in imminent danger of falling further behind and experiencing reading failure on their State of Texas Assessment of Academic Readiness (STARR) Test. This data prompted the district to develop a proposed grant budget to provide iPads for each identified student and their families to supplement skills and spread literacy growth for students at Robb and Batesville. The plan includes on-going training sessions at both schools, so parents can ask questions, seek clarification, offer suggestions and celebrate their child's reading progress together. Thus, the budget is all about purchasing 240 iPad devices and cases to be checked out to each participating 3<sup>rd</sup> and 4<sup>th</sup> grade student's family from Robb and Batesville Elementary Schools. The budget also provides for two year AppleCare+ protection and insurance coverage for each device. The F2B program is loaded onto each iPad and no internet service is needed. When parents bring the device to the monthly meetings, the data will populate and be available from that time forward. Each meeting will be comprised of an overview of a story, how to highlight literacy skills such as conducting a "picture walk" with your child before reading to gather their predictions about what they think will happen in the story and then comprehension activities and how to work through them. The device provides stories in both English and Spanish and can be accessed in just print or aloud by simply pushing a button in the top right hand corner of the screen. <b>Budget Development:</b> The Technology Lend Grant is a wonderful opportunity to provide extended learning at the</p>			
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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

homes of over 240 students in need of intense word exposure and comprehension practice at home to complement what is provided at school and after school. The budget was developed through (1) identifying 240 students in most critical need, performing at the Tier 3 level at Robb and Batesville Elementary and (2) supplying each parent/child with a device and on-going training to access the Footsteps2Brilliance (F2B) early literacy program at home. Parents would receive initial and on-going training sessions at their schools. This includes sessions to discuss issues and answer questions as well as provide practice sessions and advice on comprehension activities at home with their children. Parents would also receive training on how to access the data reports to understand the progress each parent and child are making together as a part of the Uvalde Tree City Readers Program. Families will be sectioned into 10 groups of 25 families each and led by a trained teacher or district leader. In addition, all teachers and administrators at Robb and Batesville will be offering support for **Demographics and Relationship to Grant Program Goals & Purposes:** While Uvalde is a Citywide F2B project, not every family has an iPad or is willing or able to dedicate their cell phone device to downloading the 1000+ stories and activities from F2B. By providing the device, the district is supplementing local funds that provide classroom labs of perhaps 5-10 computers per classroom. The imminent needs for 200+ Uvalde 3rd and 4th grade elementary students dictate a strong need for this grant's assistance and is indicated in the **Program Description** and outlined in the grant to provide "personal, portable, wireless devices... that provide access to those digital materials required to meet the objectives of the LEA's Technology plan." devices that can be checked out to families and used for the entire school year. Students will have dedicated access through a check-out program that supplements the afterschool program access at school for continuation of programming at home with parents and family members.

**Management Plan:** The Curriculum and Instruction (C&I) Department, Technology Department, and with direction from Dr. Sandra Zuniga, Director of School Improvement, will oversee the program implementation at the campus sites. Coordination between administration, regular teaching staff, afterschool staff, Family Engagement Specialists, and parents will be outlined in the grant to include a Tree City Readers' Advisory Council that will meet regularly providing on-going access and participation opportunities for parents as well as a shared voice in decision making for the program.

**Evaluation Plan:** The evaluation of the program will be both formal and informal, to include gathering quantitative and qualitative data as well as survey information at mid-point and at the end of the first year of the program (includes continuation years) thereafter. Quantitative data includes the F2B reports that identifies the number of words encountered, stories read, minutes/hours dedicated to story reading, comprehension scores, game activities, etc.

Satisfaction survey data will be gathered from parents and info used will assist in refinement of the program for greater impact upon student reading scores, love of reading, parent success, and increased opportunities for shared reading experiences in the home. **Addressing Statutory Requirements:** At both Robb and Batesville Elementary Schools, there are classroom sets of 5-10 computing devices for classroom use. There are at this time, no devices that can be checked out and taken home which leaves a gap in services as these students who are at Tier 3 and need in-school and out-of-school access to reading materials with on-going opportunities to close the word gaps and develop good comprehension reading skills to develop as a learner, resulting in passing all state reading tests and advancing to the next grade levels prepared for college and careers and as future leaders in their community. **TEA Program**

**Requirements:** This technology lending program aligns with the districtwide literacy initiative as outlined here as well as promoting the goals of UCISD to prepare students for college and careers of their choice, which indicates that they must be readers and consumers of reading to be lifelong learners as well as productive citizens.

The Technology Lending Grant aligns with all management practices at Robb and Batesville campuses as a result of multiple opportunities through the classroom, 21<sup>st</sup> Century Afterschool Program, and parent sessions that will provide all necessary preparations and understandings needed to meet the district, program and grant goals.

The Technology Lending Grant will supplement the regular school day program by providing 240 3rd and 4th grade low performing students (Tiers 2 & 3) and their parents an iPad checked out for extended learning opportunities at home using existing digital reading program (F2B) for an entire school year. The program will be continuously monitored for student growth, parent training sessions, device use, and overall literacy success.

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<b>Schedule #6—Program Budget Summary</b>					
County-district number or vendor ID: 232903			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$1,592	\$0	\$1,592
Schedule #10	Other Operating Costs (6400)	6400	\$500	\$0	\$500
Schedule #11	Capital Outlay (6600)	6600	\$97,908	\$0	\$97,908
Total direct costs:			\$100,000	\$0	\$100,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			<b>\$100,000</b>	<b>\$0</b>	<b>\$100,000</b>
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$100,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$15,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 232903		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	NA- No contracted services are included within this grant	\$0
2		\$0
3		\$0
4		\$0
5		\$0
6		\$0
7		\$0
8		\$0
9		\$0
10		\$0
11		\$0
12		\$0
13		\$0
14		\$0
<b>a. Subtotal of professional and contracted services:</b>		\$0
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$0
<b>(Sum of lines a and b) Grand total</b>		<b>\$0</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

Note: This proposal does not include any funding for contracted personnel. The independent evaluator will be an in-kind arrangement or at no cost through Southwest Texas Junior College.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$1,592
<b>Grand total:</b>		<b>\$1,592</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 232903		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$500
<b>Grand total:</b>		<b>\$500</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 232903			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1	BMHF2LL/A: iPad Wi-Fi 32GB- Silver (10 pack) with 2-year AppleCare+	24	\$3,730	\$89,520
2	BMT92II/A: STM dux Case for iPad (5 <sup>th</sup> gen)-Black- Special 10 Pack Pricing	24	\$349.50	\$8,388
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$97,908</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>															
County-district number or vendor ID: 232903										Amendment # (for amendments only):					
<b>Part 1: Student Demographics of Population to Be Served with Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	Total=240 Robb=224 Batesville= 16	81.9% at Robb 93.5% at Batesville	The 240 students identified to be served are performing at Tier3 and Tier 2 in reading skills and are at high risk of failure on STAAR Reading tests												
Limited English proficient (LEP)	25	9%	The digital platform, FootSteps2Brilliance has English or Spanish mode-at the push of a button as well as print and audio capability												
Disciplinary placements	0	0%	Students who succeed in studies have fewer discipline placements. Higher literacy skills are key.												
Attendance rate	228	95%	We believe students engaged successfully at school and at home equals increased attendance-goal 98%												
Annual dropout rate (Gr 9-12)	NA	NA%	Accelerating the academic growth of at-risk students can only assist in lowering dropout rates and increasing graduation rates with student college and career-ready. Literacy is the key to unlock success.												
<b>Part 2: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
<b>School Type:</b>		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
<b>Students</b>															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
				120	120									240	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uvalde CISD undergoes a systematic needs assessment process that utilizes both **quantitative and qualitative** feedback from all stakeholders. The **quantitative process** includes on-going data collected from: attendance, subject benchmarks, screeners, student progress, class progress, grade level progress, etc. This is collected and acted upon at the beginning of the year, the middle of the year and the end of the year. Data is collected is formative and summative. Formative data is, for example benchmark data that is used to inform instruction to strengthen and reinforce subject areas. All formative data flows into summative data which is illustrated by the STAAR tests results and should reflect the growth and hard work of all students and their teachers. At the district level the Director of Student Improvement monitors data collected and meets with teams to stay connected to trends in the data and to act upon that data in a timely manner. Principals and their teams such as the elementary grade level teams organize and use data to plan and accelerate student learning while making plans that serve students who are beginning to struggle, i.e. such as those who fall from Tier 1 to Tier 2, or from Tier 2 to Tier 3 in reading. Professional Learning Communities (PLCs) are in place on campuses with dedicated time built into the daily schedule for teams to meet. When a subject area is determined to be continuously struggling, such as in the area of reading, the campus teams provide feedback to the district level and summer summit is then dedicated to building a framework to respond to the subject areas in a proactive manner. For example, the district has struggled with low reading performance. In 2016, the Superintendent met with teams to discuss building together such a framework. It began by looking closely at the prekindergarten early literacy program. A High-Quality Prekindergarten Grant was written and obtained from TEA to provide 196 prekindergarten students at Dalton Elementary and Batesville School with an iPad loaded with the Footsteps2Brilliance (F2B) literacy program which is a digital early reading program in English and Spanish that builds skills in phonics, phonemic awareness, vocabulary, fluency, and comprehension skills from birth to third grade. It focuses on closing the educational gaps for economically disadvantaged children by providing guidance and follow-up to parents at home for extended learning across the year. In the first six months of use, parent checked out from the school and iPad with the F2B program loaded on it. Parents attended training sessions and took home ideas on how to use the program to its fullest with their children at home. In six months, the uploaded data from the F2B program, schools saw an increase in the number of words encountered, the number of hours children and their parents read together. Comprehension scores began to grow, and teachers fell in love with the program that was reaching beyond the school day to effectively reinforce literacy skills in a fun and productive manner. Uvalde is in the second year of the program and the district has developed a Literacy Framework that includes providing the program city-wide for all children birth to 3<sup>rd</sup> grade. The program is called Tree City Readers and will be the overarching program designed to bring literacy home to every family in the district or living in the city of Uvalde, Texas.

The **qualitative process** includes surveys such as the Family Engagement Surveys done annually in the district. The surveys reflect both positive and negative comments. Several frustrations noted by parents reflect issues such as teachers who are perceived to behave professionally or unprofessionally, given particular circumstances. Often a sense of belonging seems present or lacking as reflected in responses. Qualitative processes can be enhanced by following up on responses as opportunities to step into the shoes of the respondent and problem-solve from there. PTOs can assist by offering parent workshops and more opportunities to engage in the school culture. Perhaps more qualitative surveys across the year could be used as another indicator for follow-up, prior to the annual Family Engagement Survey. In closing, quantitative and qualitative data provides a fuller picture. Facts and perceptions tell a story often filled with tears as well as cheers and have a place in our problem-solving and solution-based environment.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>TAPR Data 2016-17:</b> Batesville Elementary serves 138 students in grades pk-06. 93.5% are economically disadvantaged and the mobility rate is 22.7%. While the campus achieved Met Standard, Student Achievement on Index 1 falls short of the target score of 60. There are 33 students in third and fourth grade. Of those 33 students, 16 are currently on Tier 3 for reading. That means 48% of the class is in danger of reading failure.	All Reading Tier 2& 3 students and parents could check out an Apple iPad loaded with Footsteps2Brilliance program to provide students extended time at home to supplement the regular day reading program with over 1000 stories, comprehension and phonics activities to accelerate student reading skills. On-going Parent/child sessions would provide training and opportunities for Family Engagement Specialists to share reading techniques and tips for parents. data would be shared to maximize reading growth and close gaps.
2.	<b>TAPR Data 2016-17:</b> Robb Elementary serves 645 3 <sup>rd</sup> and 4 <sup>th</sup> grade students. 81.9% are economically disadvantaged. There are 188 3 <sup>rd</sup> and 4 <sup>th</sup> graders on Tier 3 and 52 on Tier 2. That means 240 out of 645 students, or 37% are in danger of reading failure. The data shows only 27% of Robb Elementary students meet grade level expectations in two subjects, with only 8% of students mastering expectations.	(Same as above): All Reading Tier 2& 3 students and parents would have opportunities to check out an Apple iPad loaded with Footsteps2Brilliance program to provide students extended time at home to supplement the regular day reading program with over 1000 stories, comprehension and phonics activities to accelerate student reading skills. On-going Parent/child sessions will provide training and opportunities for feedback/ideas.
3.	<b>STAAR 2017 Accountability Summary</b> Batesville Elementary: STAAR Reading <b>State District Campus</b> 73% 53% 44% <b>STAAR 2017 Accountability Summary-</b> Robb Elementary-STAAR Reading <b>State District Campus</b> 73% 53% 53%	Providing extended learning time at home with a dedicated device checked out from the school and loaded with the literacy program, Footsteps2Brilliance (F2B), parents and students can build together, and cement skills needed to perform at or above the state in reading, building into the district literacy framework, supporting the campus improvement plan and the district improvement plan. Most of all, scores will go up as literacy thrives!
4.	<b>2017 Family Engagement Survey</b> (Qualitative Comments) Some comments include "There is not enough parent/student involvement in school activities, and "...the relationship between parents and the teacher is almost non-existent." 2016- 0% respondents returned surveys at Batesville Elementary School.	Providing opportunities for parents and teachers to work together in training sessions such as outlined above will provide opportunities in an extended learning environment. During planned sessions, across the year, parents will work together with teachers to build positive relationships and a sense of "belonging" to the school culture. This is a "win-win" and could put an end to zero responses and result in more collaborations.
5.	<b>2017 District Improvement Plan:</b> "Campuses' have made independent decisions on which screener will be used on their campus making vertical assessment and fostering of student growth across transition systems virtually impossible. <b>Root Cause: The root cause is identified as the need for a literacy framework.</b>	The Technology Lend Grant could provide a means to solidify literacy framework that includes consistent built-in screeners each story in the form of comprehension activities which yield the number of questions and the number answered correctly in the form of a percentage. This can assist PLCs in planning/expanding to accelerate literacy growth for all.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director School Improvement	Master's Degree, experience in leadership, preferably service as a campus principal, and experience in engaging parents in on-going literacy initiatives and extended school experiences.
2.	Director of Technology	Bachelor's degree, understanding of technology needs and how technology as a tool for learning can be implemented with students and parents for extended opportunities at home.
3.	Asst. Sup. C&I	Master's degree, classroom experience, experience working with parents to facilitate a "coaching model" for reading growth. Ability to proactively with staff and parents for program satisfaction
4.	TBD	Southwest Texas Junior College Technology Department. This person will serve as the external evaluator and work to evaluate program effectiveness and all grant requirements.
5.	ACE Program Director	Bachelor's degree. Teaching certificate. Understands the 21 <sup>st</sup> CCLC /ACE Program supplements the extended learning program. Provides F2B/iPad training sessions for parents.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	100% parents of Tier 2 & 3 students complete 8 iPad & F2B trainings by EOY	1. Parents receive training/chk out device- home use	05/01/2018	08/31/2019
		2. Training sessions offered each semester	05/01/2018	08/31/2019
		3. Flexible sessions meet the needs of parents	05/01/2018	08/31/2019
		4. F2B sessions teach parents comprehension skills	05/01/2018	08/31/2019
		5. ACE Program tutoring include F2B data	05/01/2018	08/31/2019
2.	TAPR reading scores at EOY increase by 25%	1. F2B Comprehension scores monitored weekly	05/01/2018	08/31/2019
		2. F2B data used for forming fluid reading groups	05/01/2018	08/31/2019
		3. Benchmark scores reflect increased reading skills	05/01/2018	08/31/2019
		4. Parent conferences include F2B/iPad ext. lrng data	05/01/2018	08/31/2019
		5. F2B used in classrooms as centers, extends lrng	05/01/2018	08/31/2019
3.	Data for program parents/children reading 200+ hours outside of school.	1. F2B reports number of minutes and hours read	05/01/2018	08/31/2019
		2. Teachers offer Read & Respond contests	05/01/2018	08/31/2019
		3. Reading outside of class is part of curriculum	05/01/2018	08/31/2019
		4. PLCs include F2B reading data in planning	05/01/2018	08/31/2019
		5. ACE Program utilizes F2B reading program	05/01/2018	08/31/2019
4.	Campus reading benchmarks indicate reading achievement up by 25% (BOY-EOY)	1. F2B data and benchmark data are aligned	05/01/2018	08/31/2019
		2. Benchmark/F2B data used in student conferences	05/01/2018	08/31/2019
		3. F2B used with benchmark construction	05/01/2018	08/31/2019
		4. Data Walls indicate F2B data, achievement	05/01/2018	08/31/2019
		5. ACE Program provides tutorials for reading	05/01/2018	08/31/2019
5.	100% of Students at Tier 3 move to Tier 2 by EOY.	1. Tier 3 RTI utilizes F2B data/Parents in planning	05/01/2018	08/31/2019
		2. RTI conferences utilize and extend F2B training	05/01/2018	08/31/2019
		3. RTI parent conferences held 3 x year w/feedback	05/01/2018	08/31/2019
		4. RTI uses F2B data/benchmark scores for planning	05/01/2018	08/31/2019
		5. RTI teachers conference w/ reg. teachers	05/01/2018	08/31/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uvalde C.I.S.D. continuous feedback and improvement:

- (1) begins with the Superintendent, Dr. Jeanette Ball, who leads by example. She holds weekly meetings with her staff so that all parties are kept in the loop. She writes of special projects can be discussed. She also has students on her committees for their perspective and feedback. For instance, the Strategic Planning that was done in the summer of 2013, was made up of community members, business leaders, parents, students, teachers, aides, etc. The work was published in writing and placed on the district website. The strategies developed by these groups, continue to be shaped with regular meetings and feedback from various strategy groups. For instance, the Strategy 2, plan 3 group is working on the development of community centers for increased parental engagement. Now, with the possibility of attaining this quality grant, the groups will become part of the Advisory Council Group to help bring the dream of Family Engagement to fruition at each Center.
- (2) The Superintendent also writes a Monday Message for the district which is sent out by email to all employees. She addresses ideas and upcoming trainings and lets the staff know that she cares about each one of them. She highlights what is happening at each campus so that staff can be aware.

The Superintendent meets with teachers and principals on a regular basis to discuss their campus progress and benchmark scores for their students. They brainstorm ideas for improvement together, and as she conducts walk-throughs, she looks for evidence of identified needs and how those are being addressed. The boots on the ground make the work of committees happen or simply remain on paper. Dr. Ball is all action-because she knows that the stakes are too high to not be involved as such.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Similar Program:** Dalton Elementary has continued to utilize the F2B program with the original 196 iPads purchased through the 2016 High Quality Prekindergarten Grant. Since this program began, the district as decided to become a Citywide literacy program in 2018 by bringing literacy opportunities to every person residing in the Uvalde CISD attendance zone. The literacy program can be downloaded onto a parent's phone, opening the world of literacy for children from birth to third grade. So, before they enter school, parents can utilize the literacy activities with their children at home, emphasizing Uvalde CISD's focus on the Literacy Framework that begins even before birth as mothers read aloud to their unborn infants. Thus, families are getting to know where Uvalde CISD stands on for literacy development as are seeing literacy as the linchpin that supports all academic learning. By having parents already involved with the program with their babies at home, a support base is being built for future students in all of Uvalde schools.

**Coordination of Efforts:** As Uvalde builds their Literacy Framework, parents will be delighted to not only have access to the program before their children are of school age, but to discover that the F2B program is in all elementary schools. The Technology Lend Grant supplements and expands on the literacy program and framework by building an infrastructure within the school and the community that utilizes a device at home for extended learning experiences and is directly connected to that child's work at school. In this case, accelerating reading skills for students who have or are currently experiencing reading difficulties and are in danger of reading failure in school and on STAAR reading tests.

**Commitment to the Project:** The Curriculum & Instruction department, the Technology Department, the Director of School Improvement, and the Office of the Superintendent have determined this program to be a top priority. Teachers, administration, parents of the identified participants at Robb and Batesville will be invited to be our partners in their child's reading success. Continuous monitoring of the program with feedback loops built-in on a quarterly basis will allow timely exchange of ideas and along with problem detection/solutions resolved during the planned parent sessions.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	External Evaluator creates, monitors, analyzes survey results.	1.	100 % parents of identified students will complete F2B/iPad training
		2.	100% of teachers of identified students will utilize survey results
		3.	100% of benchmark results will be made available to external evaluator
2.	Student Surveys	1.	100% of student surveys will be returned and analyzed
		2.	100% of student surveys will be shared w teachers/administration/parents
		3.	100% of survey results will be used for program improvement, refinement
3.	Benchmark Results	1.	100% of benchmark results will be used for program, individual growth
		2.	100% of benchmark results will be shared with parents
		3.	100% of benchmark results will be used in F2B trainings for growth
4.	Parent Surveys	1.	100% of parent surveys will be returned and analyzed
		2.	100% of parent surveys will be shared w teachers/administration/parents
		3.	100% of parent results will be used for program improvement, refinement
5.	STAAR Reading Scores, Benchmark scores, F2B comprehension scores	1.	90% of identified students' STAAR scores will improve by 25%
		2.	90% of identified students' Benchmark scores will improve by 25%
		3.	90% of identified students' F2B comprehension scores will improve by 25%

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program level data: Participant data will be followed closely by teachers and administrators and made easily accessible to the external evaluator (TBD). Participant data begins at day one. Attendance at school continues to be important as the scope of this grant is for supplemental services that complement the instruction given during the regular school day. Parents will need to agree to aim for a goal of their child being in 98% attendance along with the goal of accruing 200+ hours parents and students read together outside of school because the two are related in student success. Conversely, parent attendance at training sessions is important to student success as parents will receive ideas and examples of how to help their child at home using the F2B program. In addition, parents will be able to learn from other parents using the supplemental program and devices with their own children. As program data is collected, groupings can occur so that parents with similar issues or concerns can work together to problem-solve during a specified session.

Data Collection: A process for sending out and receiving parent and student surveys will be developed and refined by (1) making all parties knowledgeable of the process and procedures for collecting and analyzing data as well as sharing the data results with the campuses, parents, and students. (2) Using the data to identify and build solutions to any problems outlined from survey data and (3) Problems will be shared with stakeholders to eliminate confusion. For example, a form will be devised in which the number of responses returned, and the types of concerns expressed by teachers, parents, students, etc. will be shared with stakeholders. If parent surveys given at the first 4-week interval of the extended learning program indicate that some parents are having a problem with "my child is making the same comprehension mistake repeatedly. How can I assist her to understand what a conclusion is?" or "My child is not reading smoothly enough to understand what she is reading." Response- The next training session should immediately address those issues with planned presentations on the use of F2B at home and techniques to increase comprehension, especially the use of drawing conclusions. fluency. For example. Teaching children to "chunk" allows them to read phrases rather than emphasize one word at a time, which speeds up a child's reading rate and eases comprehension.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Robb Elementary and Batesville Elementary Schools have a classroom lab of 5-10 desktop and iPad computers. None of these are available for check-out. In some cases, teachers share access to computers between classrooms for use with students. Uvalde CISD wrote and received the Highly Qualified PreKIndergarten Grant in 2016 which purchased 196 iPads for the Prekinder program at Dalton Elementary and Batesville. Parents were introduced to the Footsteps2Brilliance (F2B) program and were given multiple opportunities to attend training sessions and have an iPad mini checked out to them during the year to use with their children and an early literacy program, Footsrtsteps2Brilliance (F2B) at home. Uvalde CISD also wrote and received the Texas 21<sup>st</sup> Community 21<sup>st</sup> Community Learning Center Grant (Cycle 9). Grant funds were used to supplement the regular school day by providing afterschool programming for 650 Uvalde CISD students including Dalton Pre-K, K and Robb Elementary. Training sessions were offered for parents during the 21stCCLC program on a regular basis. The program continues today and serves pre-k through 8<sup>th</sup> grade. However, no computing devices were able to be checked out to students other than those at Dalton which were purchased for use with the F2B literacy program for use at home with their parents.

Uvalde CISD serves 196 prekindergarten students with the F2B literacy program built into the device for use with parents and children at home. This grant program would allow 240 Robb and Batesville third and fourth grade struggling students to have a device and the use of the F2B programming for extended learning at their homes with their parents.

Uvalde CISD has been the recipient of a 21stCCLC program Cycle 9, years 1 and 2. Now the Cycle 10 grant will be coming out this spring. In this grant, we can extend the Technology Lend Grant to struggling middle and high school students through the purchase of more Apple iPad devices. This would allow students to take their devices home and to local areas with a hot spot to access the internet to complete homework assignments, dual credit coursework on the college campuses, etc.

In addition, as grant funds may or may not always be available, Uvalde CISD will continue to seek technology grants from such entities as Spectrum who offers annual grant opportunities as well as other organizations such as Walmart and Apple. Technology ushers in a global learning and computing society, we at Uvalde CISD want to do everything in our power to prepare our students for quality learning, premiere post-secondary experiences, and opportunities to obtain the life career of their choice.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<b>Uvalde CISD Mission Statement</b>	<b>Proposed Alignment of Technology Lending Grant</b>
The mission of Uvalde CISD, a progressive rural community with a heritage of inspiring and growing leaders, is to ensure each student has an excellent foundation to reach his or her goals through personalized, rigorous instruction, global experiences, a dedicated staff with high expectations, and community commitment and pride in the achievement of all students.	<p>1. Provides opportunity to further achieve an excellent foundation through personalized learning opportunities.</p> <p>2. Using an iPad device checked out from the school loaded with state of the art literacy stories and activities, students can extend literacy learning into the out of school hours.</p> <p>3. Program is designed to accelerate reading growth with planned training sessions and opportunities to discuss student growth through program data.</p>
<b>Uvalde CISD Goals</b>	<b>Proposed Alignment of Technology Lending Grant</b>
<p>Goal 1: We will ensure each student is provided the knowledge and skills to guide college and career choices</p> <p>Goal 2: We will ensure that each student is safe and develops accountability for his or her learning experience and success</p> <p>Goal 3: We will ensure each student has a quality teacher prepared to meet his or her unique need</p> <p>Goal 4: We will maintain clear communication for all stakeholders ensuring a community committed to student success</p>	<p>Goal 1 Alignment: Students who suffer gaps in reading skills most likely suffer from poor reading habits, and experience failure and frustration on reading benchmarks and the STAAR as well as End of Course (EOC) exams. These students often choose to stop going to school if they can make it through graduation because the burden of poor literacy skills follows them into the <b>college environment</b> and more failure and disengagement ensues. The grant will provide extended opportunities to work with a program that builds reading skills at their instructional levels using an electronic coaching model, engaging activities and training for parents so the whole family can be self-actualized and united in their child's success.</p> <p>Goal 2. The grant program will help each child build accountability for his or her reading development outside of the regular school day through their own progress measures and data. For some children and families, goal setting/ achievement will be a new and exhilarating experience.</p> <p>Goal3. The grant program will accentuate good teaching and conversely assist teachers to develop new ways of developing accelerated lessons rather than a focus on remedial work.</p> <p>Goal 4. The grant will foster open communication through numerous training sessions and feedback from parents and students, building a shared determination for student and program success.</p>

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Uvalde CISD provides bus service to middle school and high school students living in Batesville, 25 miles away from school and lasts for at least one hour. The Uvalde CISD Transportation Department wrote and received a grant to provide internet access on the bus to assist students in completing their homework, reading assignments, etc. The program is still in existence at this time and provides a much-needed service for Batesville students. The Technology Grant will provide Robb Elementary and Batesville Elementary parents and children access to the Footsteps2Brilliance (F2B) literacy programming and the use of a device, checked out from Uvalde CISD for the school year. The program also calls for parent training sessions allowing parents opportunities to troubleshoot any problems with the device and to talk to each other and learn from the Family Engagement Specialist as well as others using the same device for literacy programming.

Internet Access: The F2B program is loaded onto the devices that the parents will be checking out for extended learning time at home. The built-in data collection program will upload when parents enter the school campus, or even a local McDonalds. Parents, the Family Engagement Specialist, teachers, the Superintendent, and C&I and Technology department leadership, will be able to see the data. Reports will automatically be generated along with charts outlining student progress and perhaps any areas that need to be remediated. Because the program for the 3<sup>rd</sup> and 4<sup>th</sup> graders is complete, this application does not request internet access for individual homes at this time.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus encourages children and parents to work together on their subject learning, especially reading. Each campus has the Footsteps2Brilliance in their classrooms on the current devices in the room. Teachers are very familiar with and utilize the program to supplement their lessons. With over 1000 stories and activities aligned to the reading level each child is working at, the program aligns, and repetition is eliminated. The goal of the regular day reading program is to accelerate student reading achievement so that progress is made on a continuous basis and students move ahead, ready for the next grade level, for ANY test, not just the STAAR Test. We want to develop life-long consumers of reading and writing. We want students successful in the elementary and middle grades to be able to enter the 9<sup>th</sup> grade able to pass the End of Course (EOC) exams because their reading levels have accelerated. Many of the stories in the program lead beautifully into writing opportunities, thus making the reading block complete. The F2B program supplements the classroom with a feature called, Create A Book, in which after reading a selection together, the parent and child can access the storyboard on their device and rewrite the story using the same characters, etc. Many students like to create a new ending to their story. The stories can be printed out and become part of the regular classroom library. A copy can go home with each child to build their home libraries as well. In class other students can read each other's stories that the families have written together, thus increasing the classroom libraries, student enjoyment, and reading skills levels in a fun and authentic manner. Will skills aligned, steady progress being made, and parents excited about their work at home with their children, Uvalde will be well on its way to securing positive and lifelong literacy skills for students in an aligned and cohesive regular and extended learning program.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus uses devices such as desktop computers, iPad Minis, Chrome books, etc. All grade levels, pre-k through 12<sup>th</sup> grade utilize digital instructional material in coursework. Many teachers must share devices for their students between classes, which lowers the amount of computer access and none of the computers can be checked out at this time. Teachers are resourceful and make groupings happen, but that means that often students have less time per device because each device must be shared with multiple students. By having the Technology Lend Grant, students in most need of reading assistance can extend their learning into the afterschool hours for continuous impact rather than sporadic effects. Extended time will also allow parents to take a larger role in working with their children to overcome reading obstacles. This is quality time together that families will remember always, and it changes the old, "Go do your homework", to "Let's read that story together and then we'll make up our own ending for the story!" It is a win-win for students, families, literacy success and academic growth.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each campus, Robb and Batesville will have a Campus Technology Lend Grant Point of Contact/ District Technology Technician who will assist with each training session as well as answer questions regarding the device checked out to the parent. If and when a parent has an issue, for instance, the device "freezes up often" the parent can call the front desk and leave a Technology Device Help Request. The clerk will route the help request to the district technician who will respond in 24 hours or less. The district anticipates that a smooth problem-solving experience will shorten any time lost with a concern about the device. On the district website, a toolbox link for answering common questions or how to problem shoot common issues will be built to include information in a step-by-step format. The district realizes the importance of a quick turn-around so that student access to the device is maximized.

**Infrastructure:**

In 2013, Uvalde CISD took part in a survey to better understand technology and infrastructure for Uvalde CISD both in the classroom and at home for teachers and students. For the purposes of the Technology Lend Grant, each device will be loaded with the Footsteps2Brilliance (F2B) program to serve 240 3<sup>rd</sup> and 4<sup>th</sup> grade students so that the need for internet connection to access this program is not requested in this grant application. Students in Uvalde reported in 2013 that although there was a device in the home, 71% must share that device with others in the home. With this grant, 240 Robb and Batesville students will have their own dedicated device to use with their parents as they work through the F2B literacy program.

**Technical Support:** As stated above, each campus has a dedicated Technology point of contact (POC). For the purposes of the Technology Lending Grant, the Technology POC will receive the devices from the district, enter them into the campus inventory, make sure each one is in working order, and place them in locked storage. The technology POC will team with the Family Engagement Specialist to present the training session which is in three parts: (1) Part 1= Introduction to the device parent training for the use and care of the devices. (2) Introduction to Footsteps2Brilliance (F2B) programming, how to enter your child's code, access each part of the program, including comprehension activities that follow each story and how to access Spanish versions by pressing a button on the screen. Parents then have a session where they use the device to access the first story and the comprehension activity. The Team walks them through the story and the follow-up activities. Parents will also be able to call, email, message their tech support for issues that occur at home or on weekends. The goal is continuous service and few to no breaks in use of the device to access the programming.

The Technology Lend Grant program will allow students to accelerate their reading skills by accessing a device at home that is loaded with a premiere literacy program geared to their instructional reading level. Through the use of the technology device at home, students and parents will be developing skills that are considered to be prerequisite to digital creativity, digital collaboration, digital communication, and critical thinking.

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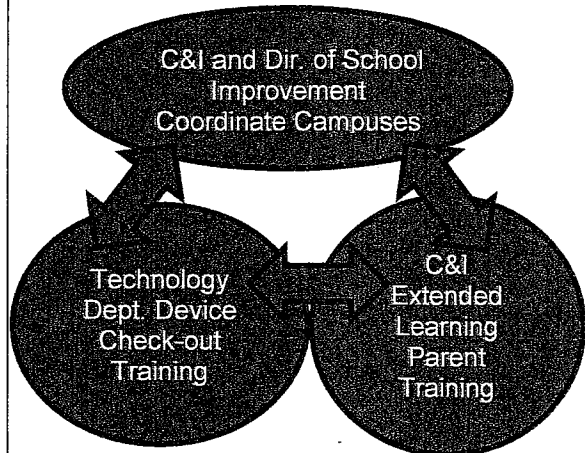
**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 232903

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Administration of Grant:** The Technology Lend Grant Team at Uvalde CISD includes The Curriculum & Instruction Department and Director of School Improvement who will oversee the instructional component of administration at Robb and Batesville schools. The team will utilize student, parent, and teacher feedback for optimum student growth.

**Student Success**

Continuous Feedback Loop – All Stakeholders

The Technology Lend Grant will be under the C&I Department with the guidance of Dr. Zuniga, Director of School Improvement and with the coordination of the Technology Department. This is a cohesive team who has met often to discuss the particulars of this grant. This is a small, but united district that is ready to join forces, departments, hearts, and hands to step in and assist in this premiere extended learning opportunity because in Uvalde CISD, the education of our students and families is job #1.

Each section in the graphic depicts the organization and cooperation to allow smooth and consistent operation of the Technology Lend Grant Program. The elements include: C&I- All things curriculum/F2B, parent training, surveys, skills, etc. Tech-Oversee/purchase device inventory, check-out, bus Wi-Fi, care of device, insurance., replacement etc. The C&I/Director of school Improvement: Oversees coordination of the program on campuses. Oversees the feedback from all stakeholders, and formative and summative data collection.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1. Uvalde CISD has a local technology plan that provides for governance of devices. Each device purchased through the Technology Lend Grant will have a metal tag engraved with the program, date and an ID number for inventory. The tag will be scanned and placed into the program inventory. Each device will have the Footsteps2Brilliance program downloaded onto it. Before a device is ready for check-out, it will undergo trouble-shooting to make sure it is in working order and ready for the parent training session and checkout by parents. Devices will go into a designated locked storage at Robb and Batesville until check-out, which will be done in phases. Training sessions will be kept at 15-20 parents at a time, until all are trained. Small sessions will create a better atmosphere to answer questions, etc.

2. Devices will be stored with the technology department in readiness to be taken to the designated campuses of Robb and Batesville Elementary for parent training sessions. The first part of the training session, will be the care and use of the device. A PowerPoint will be used to explain the various functions, the care and feeding of the device, and the importance of keeping track of the device. A plan for breakage/replacement will be discussed and parents will sign a release stating that they have agreed to take care of the device. For instance, if the device is dropped and the screen cracks, the device can be returned to the school and the Technology Department will utilize insurance to repair or replace the device. Another device will immediately go to the parent and the child, so no interruption of the extended learning experience occurs. If the device checked out to the same parent is again damaged or destroyed, a small fee may be charged to replace the device. All parents will understand the best way to secure their devices (using the case) to prevent accidents. Parents will sign the agreement and it will be on file for the school year/check-out period. During training, parents will have the opportunity to work with the program and troubleshoot any issues, such as the device "freezing up", the downloading of other apps, etc. The devices will not allow downloading of any apps that are not approved by the district. Parents will understand this agreement. AS parents attend multiple sessions across the year, they will be made aware of any reading apps that will be released for their devices. This allows for continuous upgrading of the device, keeping learning fresh. As the program progresses, updates to the technology device plan will be made.

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